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for the actual use of such books to have time to give to all the validity of successful experience in classroom tests of their fitness. However, this book by Mr. Davis, who is the professor of agronomy in the New Jersey College of Agriculture, commends itself by the extreme care used in the choice and arrangement of materials, as well as by the clear English and by the excellent typographical and illustrative features used to clarify the text.

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*Gramatica Castellana.* A Spanish Grammar for Schools and Colleges.

By EVERETT WARD OLMSTEAD and ARTHUR GORDON. New York: Henry Holt & Co., 1911. Pp. 501. \$1.40.

A recent communication from Washington, D.C., contains the following:

"Portuguese as well as Spanish should be taught in the schools of the United States, in order to prepare for the increased trade relations with Latin America after the opening of the Panama Canal, declares William A. Reid, an investigator of Latin-American conditions, in a special report to the Southern Commercial Congress—Portuguese for Brazil and Spanish for the other countries. 'With these two languages the young American business man will be in a position to transact business with twenty Republics of South America.' . . . Mr. Reid points out that even now many North American business houses are greatly handicapped by lack of men with a working knowledge of Spanish to handle correspondence from Latin countries. 'To establish successful business relations with a people, we must know something of their language, customs, manners, and life.' "

The so-called "Grammar" indicated in the caption of this article is eminently well adapted to give the beginner the foundation necessary for such a "working knowledge of Spanish."

There are fifteen pages of the usual introductory matter with the unusual fact that all the topical headings are in Spanish (as well as in English) although the discussion is in English.

There are the usual divisions of the lessons into the text treating of technical matters, the vocabulary, the Spanish exercise or reading-lesson, the composition in English for retranslation, and the questions on the lesson. In these questions, however, an unusual feature is introduced: they cover not only the reading-lesson but the text in such a fashion that it is an easy matter for the pupil to be prepared to recite entirely in Spanish. The first vocabularies and the reading-lessons contain the words in daily use in the classroom so that by the time the third lesson is reached (as stated in the reading exercise) the learner's vocabulary is "large enough to name the things in the classroom and to talk of the lesson."

The names of the members of the family, of articles of clothing, parts of the body, terms necessary in travel, the divisions of time; the life of a Spanish

family, the hours and names of their daily meals, forms of address, the religious festival of San Ignacio de Loyola (in later lessons other Spanish feasts) form a second group of lessons. The next group, in the form of letters of friendship, introduces matters of interest in the cities of Seville and Salamanca. The last group contains selections from such noted authors as Ibañez, Valdés, Alarcon, in which are presented phases of life characteristic of Valencia, Andalusia, Santiago, and the mountain districts, and the conflict between the old and the new ideals; in closing there is given a selection from Castelar which presents the bullfight from a "Spanish viewpoint."

The "Appendix" contains the usual paradigms of the regular verbs, lists of irregular verbs with page references to the more complete treatment of each, and "is intended to be complete enough for subsequent reference. Particular attention is called to such novel features as the lists of verbs requiring or not requiring prepositions before the following infinitives, the names of animals and the sounds that they make, the geographical adjectives, the nicknames of persons, the brief but comprehensive treatment of Spanish prosody, and the examples of epistolary style" (the authors in the "Preface").

There are also 5 pages of poetical extracts and 11 pages of prose readings from Spanish authors. The book is furnished with both Spanish and English vocabularies and an index.

For the mature student the lessons are none too long for single assignments; for the more immature they readily lend themselves to division into two or three parts, as suggested in the "Preface."

This text is an attempt to combine the "natural" and the "grammatical" methods. It should prove a "usable book" both in high schools and in colleges. The lines of interest are not too difficult for the one nor too simple for the other. The reading-matter is sufficient in quantity and variety for a year's work with students in the second and third years of their high-school course. It gives the spirit of Spanish life and thought without emphasizing the picaresque element.

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*Applied Biology.* By MAURICE A. BIGELOW and ANNA N. BIGELOW.  
New York: Macmillan, 1911. Pp. xi+583. \$1.40 net.

*Teachers' Manual of Biology.* By MAURICE A. BIGELOW. New York:  
Macmillan, 1912. Pp. vii+113. \$.40.

Bigelow's *Applied Biology* has now been in the hands of teachers long enough for many of them to find that it is a most teachable book, while the more recent appearance of the *Teachers' Manual* to accompany the main text will doubtless make it still more acceptable and usable in the classroom. A careful examination of the contents of both these volumes leads to the